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ABSTRACT

This do-it-yourself handbook for the individual looking for a new job is most useful if the individual is changing from one company to another, from one field to another, or from one kind of employment situation to another. Its goal is to help the job seeker get the knowledge he or she needs, use it to find employers who need his or her skills, and sell himself or herself to these employers. Chapter I contains exercises designed to teach the first three steps to get a new job: getting ready to find a new job, what limits the job seeker has put on his or her job search, and work he or she has done, regardless of conditions, pay, or what he or she thinks of it. Chapter II focuses on doing a skills analysis to find out what the job seeker has to offer employers. It covers these steps: working conditions he or she can handle or adapt to, working roles he or she can play, making a skills profile, and using a checklist of traditional skills. The three sections in Chapter III teach the job seeker where to get the information needed about jobs that are available, how to target and contact employers, and how to use skills analysis to communicate effectively with employers. These steps are discussed: job search plan, how to network, tips on informational interviewing groupings, and planning the job interview--comparing skills and job requirements. (YLB)

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FINDING A *NEW* JOB WITH SKILLS YOU *ALREADY* HAVE

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A DO-IT-YOURSELF GUIDE TO ANALYZING YOUR SKILLS AND USING THEM TO FIND A NEW JOB OR START A NEW CAREER

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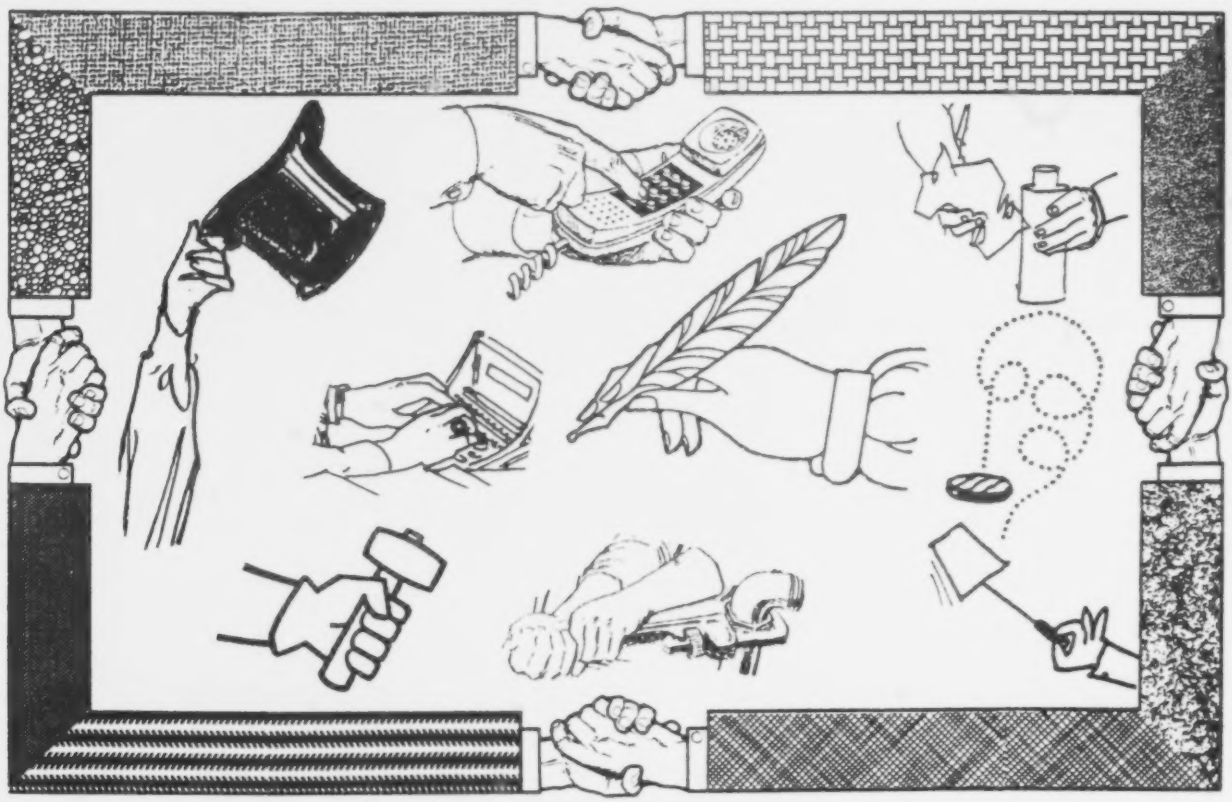

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FINDING A NEW JOB WITH SKILLS YOU ALREADY HAVE

This is a do-it-yourself handbook for people looking for a new job. It's for anyone changing jobs, but will be most useful if you're changing from one company to another, from one field to another, or from one kind of employment situation to another.

In this handbook, you'll learn the steps you can take to get a new job, instead of just waiting for one to come along. You'll learn how you can build on the skills, knowledge and experience you already have and how to talk about these to an employer. The methods you'll learn will apply to any and every job situation.

Finding a new job takes work. You'll have to supply the energy, the effort, and the time. It will be worth it. You'll get a new understanding of yourself and of how much you're worth to an employer. You'll be able to turn this understanding into a much better chance for a good new job.

FINDING A NEW JOB WITH SKILLS YOU ALREADY HAVE

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I. GETTING READY

GETTING READY TO FIND A NEW JOB

WHO WAS AFFECTED:	WHY THEY CHANGED JOBS:
. 1,200 mining employees in Pinal, Gila, Clifton, and Morenci	. Mines closed down production
. 400 state government employees throughout the state	. Budget cutbacks
. 175 computer scientists in Maricopa County	. Computer technology changed
. 250 beef cattle in Maricopa County	. Ranches sold/merged
. 14 computer operators working in Maricopa County	. Work switched to private sector

HOW YOU MAY FEEL ABOUT FINDING A NEW JOB	WHAT YOU CAN DO ABOUT FINDING A NEW JOB

WHAT THE JOB MARKET IS LIKE FOR PEOPLE LOOKING FOR A NEW JOB

WHAT DO EMPLOYERS WANT TO KNOW ABOUT YOU WHAT DO YOU NEED TO KNOW ABOUT YOURSELF?

The goal of this handbook is to help you get the knowledge you need, use it to find employers who need your skills, and sell yourself to those employers.

HOW MUCH WORK WILL IT TAKE?

The exercises in this handbook will take several hours to complete. The work of finding a new job will require more time. Think of it as work. You work 40 hours a week, so work at finding a job the same way.

WHAT'S THE FIRST STEP?

First, you can figure out where you are now. Answer the questions on the next page. Your answers will show you how much progress you've already made.

Step 1
GETTING READY TO FIND A NEW JOB

Use this list to see what you have already done to find a job.

1. WHAT HAVE YOU DONE TO FIND A NEW JOB?

Talked to your old company's hiring office. _____

Talked to other company hiring offices. _____

Contacted friends and asked them about jobs. _____

Gone to a private employment agency. _____

Read the want ads in your local paper. _____

Read the want ads in other papers. _____

Prepared a resume. _____

Sent out your resume. _____

Gone to government employment agencies. _____

Looked up employer names in the yellow pages. _____

Gone to a Job Search workshop. _____

Read books on job hunting. _____

Other things you have done. _____

_____

_____

How long have you been working on finding a new job?

How much time have you been spending each day actually doing something about finding a new job?

2. AND DO YOU KNOW YOU WHO WORKS IN ANOTHER COMPANY OR FIELD THAT YOU COULD TALK TO ABOUT FINDING A NEW JOB? (Don't hesitate to put down names of casual acquaintances; they'll usually help.)

FRIENDS _____

_____

_____

_____

_____

_____

_____

PEOPLE YOU'VE MET AT WORK OR IN OTHER WORK OR VOLUNTEER EXPERIENCE, RECREATION, ETC. (These people may tell you about grapevine job openings.)

_____

_____

_____

_____

_____

_____

_____

_____

HOW MUCH TIME DO YOU PLAN TO SPEND LOOKING FOR A NEW JOB EACH DAY?

1 2 3 4 5 6 7 8 9 10 hours?

LOOKING AT YOURSELF IN A NEW WAY

Secure, lifetime jobs are a thing of the past for many workers. The economy changes quickly, companies change products often, and the world market changes too often for anyone to plan to stay in the same job with the same company for very long. Change is so common that many of the jobs to be filled in the next ten years did not exist during the last ten years.

People used to look at jobs as lifetime commitments and identify closely with their particular job or company. For many, this way of looking at themselves is no longer useful. A change in the way people view themselves is necessary. Rather than saying "I'm an autoworker for General Motors," the new worker will learn to say "I'm a person with skills which can be used by General Motors, IBM, a small machine shop, a plastics manufacturer, ...etc."

For many people, taking this new look at themselves is hard. Here are some examples of the problems other workers have faced in making the shift:

PROBLEM	SOLUTION
OVER-IDENTIFICATION WITH A JOB TITLE	**ANALYZE WHAT YOU'VE DONE NOT JUST YOUR JOB TITLE**
. A teacher in Kane County found it hard to change jobs because he only thought of himself as a teacher, and only looked for teaching jobs.	. The teacher had done most of the things done by managers--organizing, coordinating, supervising, planning, directing, reporting, and encouraging. He had the skills to be a manager, as well as a teacher.
. A union shop steward was asked about her supervising experience and answered: "I don't have supervising experience. I've always been on the production line."	. Analyzing what she did as a shop steward--directing people, working with the manager, and negotiating--she realized that she had a lot of supervisory experience.

PROBLEM

ONLY COUNTING PART OF YOUR EXPERIENCE

An executive looking for a way out of the rat-race decided to apply for jobs in interpretation because he had an "interesting" experience.

A homemaker looking for a job after sixteen years out of the job market felt she didn't have work experience.

SOLUTION

ALL OF YOUR EXPERIENCE COUNTS

Realizing what he did as an executive, he thought of the various "roles" he had played in business and civic groups. These "informational" skills were good lecture/teaching experiences.

She had years of experience as volunteer fund-raiser--a "job" where she developed many marketable skills.

Step 2

WHAT LIMITS HAVE YOU PUT ON YOUR JOB SEARCH?

1. WHEN PEOPLE ASK YOU WHO YOU ARE, WHAT DO YOU CALL YOURSELF?

2. WHEN YOUR FRIENDS AND FAMILY TALK ABOUT YOU, WHAT DO THEY SAY YOU DO?

3. DO YOU REALLY LIKE THE JOB TITLE YOU HAVE NOW? DOES IT GIVE YOU SATISFACTION TO HAVE OTHER PEOPLE CALL YOU BY YOUR TITLE?

4. HOW LONG HAVE YOU BEEN DOING THE KIND OF WORK YOU DO--PAID OR UNPAID?

5. HOW DID YOU GET INTO THIS KIND OF WORK OR ACTIVITY?

   a. By accident?

   b. Someone told you you'd be good at it?

   c. You planned your career?

6. WHEN YOU FIRST STARTED WORKING, WHAT CHOICES DID YOU MAKE ABOUT THE WORK YOU WANTED TO DO?

7. WHEN YOU LOOK AT THE WANT ADS, WHAT CATAGORIES DO YOU LOOK UNDER?

   a.

   b.

   c.

   d.

   e.

8. LIST ANY JOBS YOU'D LIKE, BUT HAVEN'T LOOKED INTO BECAUSE YOU FEEL YOU AREN'T QUALIFIED?

   a.

   b.

   c.

   d.

   e.

9. WHAT HAVE YOU DONE TO FIND OUT ABOUT THE REAL QUALIFICATIONS FOR THESE JOBS YOU'D LIKE TO DO?

10. DO YOU FEEL LIKE YOU HAVE MORE CHOICES NOW THAN YOU DID WHEN FIRST STARTING OUT, OR FEWER CHOICES?

    More_____ Fewer_____

Step 3

WORK YOU HAVE DONE, REGARDLESS OF CONDITIONS, PAY OR WHAT YOU THINK OF IT

Make a complete list of all your work experience, your volunteer experience, your work at home experience and hobbies. They all count.

	WORK YOU DID: (ACHIEVEMENTS)	EXPERIENCE: (SKILLS USED)
1.	*Clerk in drug store*	*Set up advertising displays*
		Priced items
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

We've given you space to put in ten work experiences. If you're really thinking about <u>all</u> of the work you've done--regardless of conditions, pay, or what you think of it--you'll probably need more space. If you need to, use a separate piece of paper to complete your list.

CASE HISTORIES

The stereotyping you do to yourself can be as damaging as that which others impose on you. Here are some examples of self-stereotyping. The names have been changed, of course.

1. Luis M. was a college student in biology, newly graduated, with no hope of getting a job for several reasons. First, the local job market for people with a degree in biology was swamped with Ph.D.-level biologists. Second, there weren't very many jobs. Third, there was a government hiring freeze. Luis had worked at his father's garage as a kid, and so took a position as a mechanic at a local service station. He wasn't making much money at this job and didn't like it, the employer, or the hours. He just hung on, waiting for a job in biology to open up.

   Luis' problem was simple: he couldn't think of himself employed in a biological job outside a research setting. He had a stereotyped idea of what biologists do and where they work. He stayed in his temporary work at low salary for three years. Finally he started to look for other kinds of jobs, and by chance applied for a job as a production supervisor at a soft-drink plant. He got the job because he was a biologist and could run the quality control lab at the plant. He is now doing biological laboratory work, which he wanted to do, but outside of the research setting he had in mind.

   Moral: The job market has uses for your skills which you probably have never even thought about.

2. Carole, 53 years old, was an assembly line worker in a Michigan plant making bias-ply tires. She had operated the same molding equipment for almost 22 years when the plant closed because there simply wasn't much demand for this product. "All she could do" was operate that piece of machinery, she said. It's all she had ever done as a worker.

   Bias-ply tires are out of style, but machinery operators who can work with precision machinery aren't. The company closing the plant knew this and offered 800 employees skills analysis and job placement services. There were plenty of jobs for people like Carole, but she simply hadn't looked beyond the job listings for "tire molder." The company found her another job in an Arizona firm manufacturing artificial limbs. She moved to her new job and was able to use her molding skills at a higher pay.

   Moral: Employers may not stereotype you even if you stereotype yourself. They often know that the stereotype isn't true.

3. Linda O. attended four years at a local university and graduated with a teaching degree. She majored in social studies with a minor in library science. Linda was aware of the limited market for teachers with the social studies/library science combination, but she never lost hope. She felt she would be an exception and get a job with limited difficulty. Her uncle, after all, was a social studies department chairman at a local high school and her mother had been a librarian in an elementary school before going to work in private industry.

Even though Linda graduated in the upper quarter of her class, she could not find a teaching job anywhere in the state. She even tried to find employment as a librarian in various city libraries. Seven months later Linda was still unemployed. She was beginning to doubt herself and feel that she had wasted four years on an education that was worthless in today's labor market, when she visited with a close friend. Her friend worked for a utility company and had heard of an opening in the Staff Training and Development Section. Linda applied and was hired. She can now use her knowledge of library science to help prepare her training sessions as well as her teaching background.

Moral: Skills can be transferred to other areas of work.

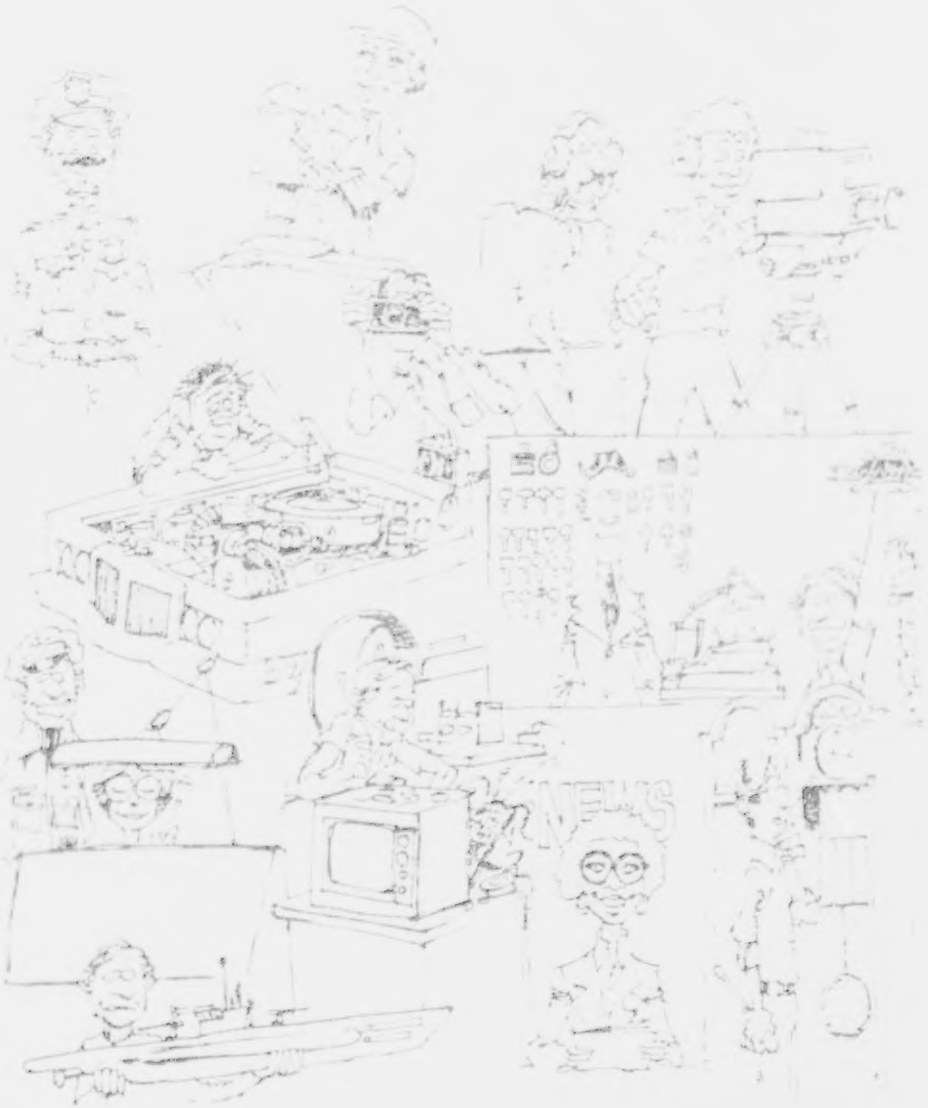
4. Jose G. worked in a lumber mill in the northern part of the state for twelve years. When the company decided to close the mill, Jose decided to use his severance pay to move to a larger city. He knew jobs in the smaller town would be hard to find when the mill closed due to the large number of layoffs.

After his move, Jose combed the want ads and contacted employers daily. He had some previous job experience as a construction laborer; however, construction was slow. Joining a union would be costly and would not appreciably increase his employment possibilities. Jose felt limited to the laborer occupation because there were no lumber mills in the area and that was all the experience he had. He also felt handicapped by his limited education and his "language barrier". Even though he was bilingual, his dominant language was Spanish.

Jose later found employment with a lumber company. He was hired because of his knowledge of lumber and his ability to communicate in two languages. He worked as a lead man in the company's mill work shop where many of the employees spoke mostly Spanish.

Moral: Experience or skills are valuable even though you may have never been paid for them.

II. DOING SKILLS ANALYSIS



FINDING OUT WHAT YOU HAVE TO OFFER EMPLOYERS

Employers are people willing to pay money to make money. They are primarily concerned that the people they hire will get a job done--working in the employer's shop under the employer's guidance. The questions they ask at interviews (see page 3) show this interest.

To answer these employer questions about your skills, you need to know what your skills are in very specific terms. Most people can't describe their skills "off the top of their heads," and so have to do some careful skills analysis. In this section, you'll learn the steps involved in this skills analysis and how to use skills analysis to set up your answers to the employer's questions.

WHAT IS A SKILL?

There are three kinds of things employers mean when they talk about skills:

1. THINGS YOU CAN DO. Employers want to know the specific actions you can take, such as "operate machinery" or "organize an effective presentation."

2. WORKING CONDITIONS AND ROLES YOU CAN PLAY. Employers want to know if you can fit into the work place they have. They want to know how you will get along with other employees.

3. THINGS YOU KNOW. Jobs require knowledge as well as skill. Employers want to know if you know the essentials for the job.

GETTING READY TO ANALYZE YOUR SKILLS

You've thought about these three kinds of things already, but a step-by-step organized approach will help you get a complete and useful picture of your skills, one you can present to the employers you talk to.

You have started to get a complete picture by making a list of all the work you have done (STEP 3). Now, take a close look at that list and evaluate it. Here's a sample list:

- Clerk in a drugstore
- Swimming team manager
- Cashier
- Bank teller
- Cancer Society fund raiser
- Bookkeeper
- Floor manager at dept. store
- Assistant dept. manager

Use the SKILLS ANALYSIS SUMMARY SHEETS on pages 22-25 to do your skills analysis. Start by transferring the jobs you listed in STEP 3 to the first column of the SKILLS ANALYSIS SUMMARY SHEET. Record the results of your skills analysis for each job in the spaces provided.

For each job consider all three categories of skills: things you can do, working conditions and roles you can handle, and things you know. Each of these kinds of skills is explained below and steps are provided to help you complete the SKILLS ANALYSIS SUMMARY SHEET.

1. SKILLS ANALYSIS: THINGS YOU CAN DO

This first step isn't easy to do, because it's specific actions that count, not the general statements we usually use to describe our work. If your job was "manager," don't list your skill as "manage people."

Instead, try to list the things you did to manage: organized people, made decisions, scheduled work, etc. It's these specific skills that are the key to finding another job.

Make a list of the things you did on each job, focusing on specific skills. Here's a sample:

- Job one: TV assembly--I inspected work given to me, soldered on new components, reinspected, sent part to next assembler, made quality-control suggestions, designed a better soldering gun ... etc.

- Job two: PTA treasurer--I prepared a monthly budget, disbursed funds, bought supplies, recommended improved budget procedures, participated in executive meetings, raised money ... etc.

This is the kind of list you want to make because it lets you see your experience clearly.

THREE TRICKS TO IDENTIFYING THINGS YOU CAN DO

If you have some problems making a complete list, and you want it as complete as possible, you might try the following three ideas:

1 THINK ABOUT WHAT YOU DID WITH THINGS, INFORMATION AND PEOPLE

In every job you have to work with things, information, and people. Thinking about the job in these terms may help jog your mind. You will end up with a description that looks like this:

JOB ONE: Waitress

WORKING WITH THINGS: I sorted silverware, organized the tables in the room, maintained the job list in the kitchen.

WORKING WITH INFORMATION: I interpreted directions, organized instructions, kept accurate records, and memorized orders and names quickly.

WORKING WITH PEOPLE: I helped them make decisions, gave advice, made them feel at ease, established a friendly relationship quickly, sold them items.

Notice how thinking about the three different kinds of things you do can help your thinking.

2. THINK ABOUT YOUR ACHIEVEMENTS

There are achievements you are proud of, and these usually involve skills which you can use in other work. Thinking about your achievements will help you remember your skills. You listed your achievements in STEP 3, so you have started this thinking process.

Look at that list now and see if you can put it into a new list like this:

ACHIEVEMENT	SKILLS USED

3. USE THE SKILLS CHECKLIST

If you're still finding it hard to think about your skills, use this checklist of common skills to get started. It will show you what your skills list will look like.

SKILLS CHECKLIST

Have you done any of these?

ADVISED
ANALYZED
ARRANGED
ASSEMBLED
ARTICULATED
ASSIGNED
ASSISTED
BOUGHT
BUDGETED
BUILT
CALCULATED
CHECKED
COMMUNICATED
CONDUCTED
CONSULTED
COORDINATED
DEFINED
DELIVERED
DEMONSTRATED
DESCRIBED
DESIGNED
DIRECTED
DOCUMENTED
DROVE
EVALUATED
EXAMINED
EXPANDED
EXPRESSED
FORECAST
FORMULATED
GUIDED
HIRED
IMPROVED
INITIATED
INSPECTED
INTERVIEWED
JUDGED
JUSTIFIED
LABELED
LECTURED
LOADED
LUBRICATED
MACHINED
MAINTAINED
MARKETED
MEASURED
MIXED
MODERATED
MONITORED
NEGOTIATED
OBSERVED
OPERATED
ORGANIZED
PLANNED
PREPARED
PROVIDED
PROGRAMMED
PROPOSED
POLISHED
RECOMMENDED
REPAIRED
ROUTED
SCHEDULED
SERVED
SHIPPED
SOLVED
SORTED
STOCKED
SUMMARIZED
TABULATED
TESTED
TRANSLATED
TRIMMED
TYPED
UNLOADED
WASHED
WEIGHED
WROTE

2. SKILLS ANALYSIS: IDENTIFYING WORKING CONDITIONS AND ROLES YOU CAN HANDLE

Employers are looking for people who can fit into job situations, and who can adapt to the demands of jobs. So they will ask questions about your ability to fit into their work place. You need to be able to answer the questions.

• WHAT IS A WORKING CONDITION?

Working conditions are both physical and psychological. They include temperature and work pace, humidity and stress, amount of work space, and competition. You need to consider both kinds of conditions. Use STEPS 4a and 4b to help you do this.

• WHAT IS A ROLE?

Every job requires you to play a particular part in a team effort. For example, you can lead or follow, cooperate or compete. Each of these is a role.

The purpose of this part of skills analysis is to think about working conditions and roles you can handle. You want to know yourself well so you can match yourself to an employer. Different employers want different kinds of people, so there are no right sets of working conditions or roles. The key to success is matching yourself to the employer or finding an employer who wants someone just like you. STEP 5 will help you identify roles you can handle.

The procedure for analyzing roles and working conditions is simple. For each of the jobs you listed in STEP 3, think back about what you liked and disliked about the work you did and how you did it. Make a list like this one:

JOB	LIKES	DISLIKES
Teacher	Hours location	Noise, after school work, long summer
	Coordinator for PTA activities	Counselor for students

Do this procedure for every job on the list. Then go over your list and identify repeat likes and dislikes. Jot these down on the SKILLS ANALYSIS SUMMARY SHEET on pages 22-25.

If you need some help to get started thinking about working conditions and roles you can handle, try the next steps, 4a, 4b, and 5.

Step 4a

WORKING CONDITIONS YOU CAN HANDLE OR ADAPT TO

PHYSICAL CONDITIONS

1. Heavy labor
2. Travel
3. Stand all day
4. Precise machine work
5. Lift heavy objects
6. Outdoor work
7. Drive
8. Temperature extremes
9. Physical risks (fire, etc.)
10. Odd work hours
11. Repetitive work
12. High places
13. Read a lot
14. Write a lot
15. Operate a variety of equipment
16. Work around hazardous chemicals, smoke, etc.
17. Noisy conditiors
18. Crowded conditions
19. Other

PSYCHOLOGICAL CONDITIONS

1. Work by yourself
2. Take orders
3. Work under stress
4. Many different kinds of work
5. Work steady hours
6. Make decisions
7. Work with other people
8. Public contact
9. Work on commission
10. Work odd hours
11. Compete with others
12. Plan and schedule your own work
13. Do only part of a job
14. Have job security
15. Move up fast
16. Do same job every day
17. Overtime work
18. Political work
19. Work in small office, town
20. Work in large company
21. Move often
22. Live near work
23. Stay in same job for years
24. Work on-call
25. Work with adults
26. Work with children
27. Make your own hours
28. Express your opinions freely
29. Work to full ability
30. Work as team member
31. Work independently
32. Creative work
33. Work under deadlines
34. Other

Step 4b

WORKING CONDITIONS YOU CAN HANDLE OR ADAPT TO

The checklist on the previous page helped start your thinking about working conditions. Since so many people leave jobs because working conditions aren't "right" in some way, think about the conditions that are important to you: things you like and don't like. Write your ideas on this page.

CONDITIONS YOU HAVE LIKED IN YOUR WORK	CONDITIONS YOU HAVE DISLIKED
Work outdoors	*Public contact*

Now, look over your list and mark those items you are willing to handle in a new job. Transfer those statements to Section 2 of the SKILLS ANALYSIS SUMMARY SHEET (pages 22-25).

Step 5
WORKING ROLES YOU CAN PLAY

Some common roles are listed here. These are roles you're likely to be asked about, so jot down notes about your experience playing each of them.

1. HAVE YOU EVER BEEN IN CHARGE OF A PROJECT? DESCRIBE:

2. HAVE YOU WORKED ON A TEAM TO GET A JOB DONE? DESCRIBE:

3. HAVE YOU EVER BEEN A TRAINER?

4. HAVE YOU EVER SUPERVISED OR GIVEN DIRECTIONS TO OTHERS?

5. HAVE YOU EVER CARRIED OUT INSTRUCTIONS?

6. HAVE YOU EVER MADE MAJOR DECISIONS ON YOUR JOB?

7. HAVE YOU EVER NEGOTIATED A CONTRACT?

8. HAVE YOU EVER SOLVED A LABOR DISPUTE?

9. HAVE YOU EVER HAD TO SELL AN IDEA?

10. HAVE YOU EVER COORDINATED AN ACTIVITY FOR SOMEONE?

11. HAVE YOU EVER ORGANIZED PEOPLE TO GET A JOB DONE?

(Use the answers to these questions, and the answers to the working conditions questions, to complete Section 2 of the SKILLS ANALYSIS SUMMARY SHEET on pages 22-25.)

3. SKILLS ANALYSIS: THINGS YOU KNOW

Specific jobs require specific kinds of knowledge, credentials, degrees, etc. Employers will ask questions about your knowledge.

Many jobs, however, are open on the basis of what is called "equivalent experience." You must be able to convince the employer that you are qualified on the basis of your experience.

YOU KNOW MORE THAN YOU THINK YOU DO

Even if you have no "formal training" you probably know about more subjects than you think. You learn from experience, and from working with other people.

Analyzing your knowledge is the key.

ANALYZING YOUR KNOWLEDGE

Before you fill out the third part of the SKILLS ANALYSIS SUMMARY SHEET, read this list of examples of knowledge skills. It will help you get started thinking about the things you know. In each example, notice how experiences are first named, then the knowledge needed to do these things is added.

EXPERIENCE IN YOUR WORK, IF YOU HAVE:	KNOWLEDGE THEN YOU PROBABLY KNOW:
Written company memos	Business writing formats
Kept time sheets and payroll information	IRS reporting requirements
Delivered funds to the bank	Bank security procedures
Filed a complaint against a supervisor	Employee relations law (some)
Operated precision machinery	Safety rules
Inspected a company product	Basic quality control procedures
Kept a set of books	Basic accounting principles
Repaired a complicated machine	Troubleshooting principles
Trained someone to take your job	Manual writing procedures

You'll have to do your own thinking because only you know what your knowledges are. This method should help you get started. As you analyze each job fill in Section 3 of the SKILLS ANALYSIS SUMMARY SHEET.

SKILLS ANALYSIS SUMMARY SHEET

Section 1

JOBS YOU HAVE HELD (from STEP 3)	THINGS YOU CAN DO
1. *Clerks in drug store.*	*Work cash register* *Deliver money to bank* *Translate for clerk (Spanish to English)* *Billed customers*
2.	
3.	
4.	
5.	
6.	

SECTION 2

WORKING CONDITIONS
ROLES YOU CAN HANDLE

Stand all day
Work with people
Work in confined area
Take responsibility for money
Some heavy lifting

SECTION 3

THINGS YOU KNOW

Retail mark-up
Bank deposit procedures
Inventory procedures
Customer relations
Billing procedures

JOBS YOU HAVE HELD (from STEP 3)

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

THINGS YOU CAN DO

WORKING CONDITIONS
ROLES YOU CAN HANDLE

THINGS YOU KNOW

SKILLS ANALYSIS: MAKING A SKILLS PROFILE

The first organizing step is to sum up skills into a profile of yourself. This is STEP 6.

To make a skills profile, first scan your SKILLS ANALYSIS SUMMARY SHEET and look for repeat skills. Suppose, for example, that you have operated machinery in seven of ten jobs you have held. This is obviously a major skill area, something you might think of as a strength. These are the strengths you want to be prepared to talk to an employer about when you discuss your skills. List these strengths and preferences in STEP 6. The skills profile is a list of skills organized to show your strengths and preferences.

WHAT IS A STRENGTH?

A strength depends on how you look at what you do and your employer's needs. For example, people normally think that not wanting to work a regular fourty-hour week is a weakness. There are many jokes about people who don't want to work mornings or five days a week. This isn't necessarily a weakness. It can be a strength. Many employers want people to work odd hours or on-call, and your willingness to work three twelve-hour days rather than five eight-hour days may be a real plus in some jobs.

As you look over your skills keep this thought in mind. Strength is in the eyes of the employer.

As you complete your skills profile on the next page, you may also wish to consider your preferences, particularly concerning working conditions and roles you can handle. Think of preferences as strengths.

By combining your strength analysis and your preference analysis, you'll end up with a list like this one:

Strength one: making presentations

I like making presentations and made them when I was a clerk, a supervisor for a drug company, a night school teacher, an office assistant. . .

Strength two: organizing

I organized people when I was a night school teacher and a supervisor. I organized things (the stock) when I was a clerk and an office assistant. As a clerk, I reorganized the office file system and saved the company $2,000 a year.

Notice that you can mention anything in this list, including achievements.

Step 6
MAKING A SKILLS PROFILE

STRENGTHS AND PREFERENCES	DESCRIBE YOUR EXPERIENCE USING YOUR STRENGTH
1. *Even temper*	*Handled angry or upset customers, trained temporary clerks in inventory procedures, participated in Retail Clerk union meetings, took orders from a difficult supervisor.*
2.	
3.	
4.	
5.	

(Make extra copies of this form as needed; you will probably want several.)

SKILLS ANALYSIS : GROUPING YOUR SKILLS

The skills profile will help you explain your skills to an employer. A skills grouping will help you identify the kinds of employers you should look for.

Different jobs require different groups of skills. For example, an English teacher primarily needs "communication" skills, "management" skills, and some "service" skills. A teacher doesn't need a lot of "manual" skills or "financial" skills. If for example you want to be an English teacher, look at your skills and profile and see how many of the "communication" skills you have.

Skills groups like those in STEP 7 can give you clues to the kind of employers who would probably like to hire you. After doing STEP 7, review the group to see where you have the most skills. If you look at your skills list and find that you have . . .

10 Manual Skills
9 Management Skills
6 Financial Skills
6 Communication Skills
3 Service Skills
1 Research Skill

you should look for jobs which emphasize the manual, management, and financial skills. These skills categories are the most commonly used by career counselors. These categories are also used to describe jobs in job announcements.

It may be misleading to group your skills into these categories because there is always some overlap from one category to another. For example, management skills include "directing" and "organizing" both of which are communication skills as well.

The purpose of grouping your skills isn't to get you to put yourself into a box. It's to help you see what kind of skills you are strongest in.

MAKE UP YOUR OWN CATEGORIES OR GROUPS

The categories mentioned are convenient to use because they're familiar to job counselors and they often show up in job announcements, but there is no reason why you can't group your skills under different or more specific headings. Just make sure that the categories make sense to other people. That is, make sure you aren't picking categories which other people wouldn't use or understand.

For your convenience, there is a list of some of the normally considered skills groups on the next page. Use this as a checklist and model for your own groupings.

Using the checklist as an example, make a list of your skills using groups which make the most sense to you. You'll be able to use this list to narrow your job search to just those employers looking for someone with your balance of skills.

Step 7
USE THIS CHECKLIST OF TRADITIONAL SKILLS

Each grouping includes: things you can do, working conditions/roles, and things you know. Check the skills that apply to you.

Management Skills

Planning
Organizing
Scheduling
Assigning/Delegating
Directing
Hiring
Measuring production
Setting standards
Work under stress
Work with people
Travel frequently
Work as a team member
Personnel practices
Time management
Negotiating strategies

Communication Skills

Reasoning
Organizing
Defining
Writing
Listening
Explaining
Interpreting ideas
Reading
Handle precise work
Work with committees
Public speaking
Correct English usage
Subject knowledge
Operate communication systems
Good sense of timing

Research Skills

Recognizing problems
Interviewing
Developing questions
Synthesizing
Writing
Diagnosing
Collecting data
Extrapolating
Reviewing
Work without direction
Work very long hours
Work on long-term projects
Statistics
Algebra
Research design

Financial Skills

Calculating
Projecting
Budgeting
Recognize problems
Solve problems
Finger dexterity
Able to concentrate
Handle detail work
Work under stress
Orderly thinking
Accounting procedures
Data processing
Operate business machines
Financial concepts
Investment principles

Manual Skills

Operating
Monitoring
Controlling
Setting-up
Driving
Cutting
Do precise machine work
Do heavy work
Work on assembly line
Work independently
Knowledge of tools
Safety rules
Basic mechanics
Basic plumbing
Electronic principles

Service Skills

Counseling
Guiding
Leading
Listening
Coordinating
Work under stress
Respond to emergencies
Work under hazardous conditions
Work on weekends
Work nightshifts
Knowledge of a subject
Human behavior principles
Community resources
Agencies' policies

See next page for more

Clerical Skills

Examining
Evaluating
Filing
Developing methods
Improving
Recording
Computating
Recommending
Work as team member
Work in office
Follow directions
Do routine office work
Basic clerical skills
Bookkeeping
Data-entry operations
Telephone protocol

Technical Skills

Financing
Evaluating data
Calculating
Adjusting controls
Aligning fixtures
Following specifications
Observing indicators
Verifying
Drafting
Designing
Work in an office/ outdoors
Work in small studios
Odd hours
Economics
Investigation principles
Balancing principles

Public Relations

Planning
Conducting
Maintaining favorable image
Informing the public
Consulting
Write news releases
Researching
Representing
Work with people
Work under stress
Work very long hours
Work odd hours
Negotiating principles
Media process
Human relations

Agriculture Skills

Diagnosing malfunctions
Repairing engines
Maintaining machinery
Packing
Replacing defective parts
Wood working
Constructing buildings
Hitching
Work outdoors
Work in varied climate
Manual work
Do heavy work
Operating basic machinery
Safety rules
Welding
Horticultural procedures

Selling Skills

Contacting
Persuading
Reviewing products
Inspecting products
Determining value
Informing buyers
Promoting sales
Work outdoors/ indoors
Work with people
Work under stress
Work long hours
Knowledge of products
Human relations
Financing
Budgeting

Maintenance Skills

Repairing equipment
Maintaining equipment
Operating tools
Dismantling
Removing parts
Adjusting functional parts
Lubricating/cleaning parts
Purchasing/ordering parts
Climbing
Work indoors/outdoors
Lift heavy equipment
Work as a team member
Basic mechanics
Electrical principles
Plumbing principles

These are just a few of the skills normally associated with each of these categories. When you look over your own list of skills, group them into these categories as well as you can, but don't hesitate to put one skill into several categories. The test you should use is whether the skill you're grouping is <u>mainly</u> a financial, manual, service, management, communication, or research skill.

CASE HISTORIES

In doing skills analysis, you'll probably find skills you never thought you had. Here are some examples, with the names changed again.

1. Bill, in his early 50's, was hurt in an accident on a construction site. He had been a construction crew supervisor for the last 12 years, and had been in construction all his working life. His skills were all "manual" or "on-site" supervisory, he thought. Thinking about what he did with people, information, and things, changed his mind. Here's his list:

Things done with people	With information	With things
Explained work procedures to workers	Organized plans	Wrote reports
	Kept work records	Used tools to build
Coordinated with office and client	Filed job records	Drove machinery
Hired/fired workers	Kept job books	Loaded trucks
Gave workers advice		
Trained workers		
Negotiated contracts		

Even looking at this short list, you can see that this construction worker is qualified to be a trainer for a company in construction work, a customer relations-labor relations manager, a general office manager, and a dozen other job titles which involve working on technical projects with clients or workers. Bill went on to complete the rest of the skills analysis steps and found that he had the skills to do personnel work.

He got just such a job, in his company's personnel division--selecting people for work, coordinating schedules, working with people.

Moral: You don't really know your skills until you look at them systematically.

2. Samuel, a high school coach in his mid-30's, went back to school to get a degree in counseling. The job market for counselors in his area turned out to be rotten, and he spent months looking for jobs. Skills analysis showed he had dozens of skills in communication and service areas--as you would expect from a coach and a counselor. Looking at other jobs which require these skills, he found "sales," "supervisor," "recreation director," and more. He decided to try several and took part-time jobs in sales and a social agency. He finally narrowed his choice to sales and is now a sales director for a retail chain store.

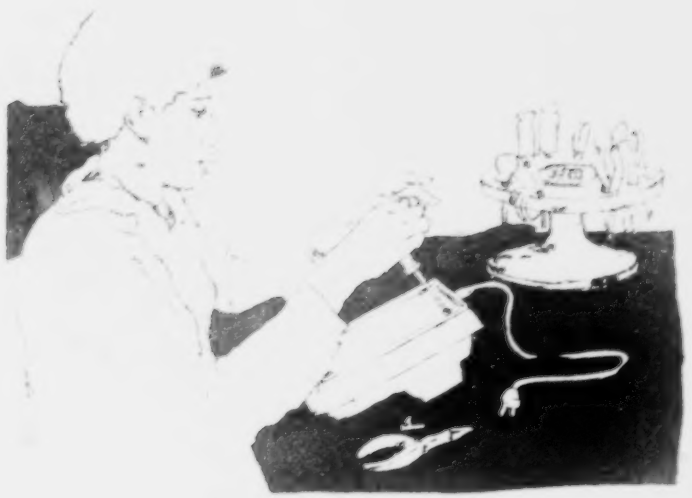
Moral: The same skills which you need for one job may be exactly those you need for another in a completely unrelated field.

SUMMARY

These skills analysis steps have helped you take a thorough look at yourself as a person with skills, rather than as someone with a vague and often limiting job title. If you've done the steps carefully, you've probably got a new picture of yourself in mind now. You're ready to get a new job.

Skills analysis prepares you to get a new job in two ways. FIRST, it helps you know the kind of jobs you really can do and would really like to do. SECOND, it organizes your thinking about your skills so you can contact and talk to employers confidently. When you are asked about your skills in an interview, you'll be able to give a complete and convincing answer, because you know what your skills really are.

In the next three sections, you'll learn where to get the information you need about jobs that are available, how to target and contact employers, and how to use skills analysis to communicate effectively with employers.



III. USING SKILLS ANALYSIS

CHOOSING THE KIND OF JOB YOU WANT

YES, YOU CAN CHOOSE

In question 8 on page 9 you listed jobs which you would like to have but didn't think you were qualified for. Now that you've done your skills analysis, take another look. You may have limited yourself unnecessarily.

One myth about finding a new job is that the employer chooses you. Actually, in most cases you choose the employer. The employer won't contact you out of the clear blue sky. You have to take the first step. Out of hundreds of employers in your area you have to choose the ones you're going to contact.

You are now in a position to start making that choice. You know what you have to offer. Now you must find out which occupations match your skills.

NO, YOU DON'T HAVE TO GUESS

You are not alone in your job search. Millions go through it every year. With this many people involved, you can be sure the government has prepared guides to just about every occupation. If you know your skills and have grouped them, you can use these guides to make a list of the job titles you're interested in and qualified for. All it takes is a little homework on your part.

Most of the information you need is in your local Job Service office, public library, or career guidance center at the local community college (or university). Call and ask about using any one of the guides listed below.

WHAT TO LOOK FOR

1. Occupational Outlook Handbook

This book tells you about 300 or more KINDS of jobs, their requirements, skills needed, and the kinds of employers who hire people in these jobs.

2. Dictionary of Occupational Titles (DOT)

The DOT groups over 20,000 job titles and describes the general requirements of each grouping. It provides a good cross-reference for people looking for jobs which are similar to their old job.

3. Guide for Occupational Exploration

Groups the 20,000 job titles in the DOT under twelve general interest areas. This guide is useful if you have grouped your skills carefully.

4. Occupational Spotlight

These publications describe occupations by fourteen general career categories. Information is presented about types of jobs, training and other qualifications, advancement opportunities, wages, and employment outlook.

5. Arizona Career Information System

This career information system is a network of seven base computers and about 100 terminals delivering a package of occupational and educational information. Terminals are available primarily in high schools and community colleges.

6. General Aptitude Tests

Counseling Centers and Job Service offices can give tests which can help you decide where your job strengths lie.

7. Helpful Hints for Jobseekers

This booklet is available at most Job Service offices. It provides Job Service information, self-appraisal, preparing a resume, sources of job information, the job interview, and keeping the job.

Step 8
JOB SEARCH PLAN

Use this form, or one like it, to take notes as you look for the kinds of jobs you qualify for. We've filled in the first space as an example.

JOB YOU'VE IDENTIFIED	TYPE OF EMPLOYERS OFFERING THE JOB
1. *Communications coordinator*	*Bus lines (traffic control), taxi cab companies, airlines, police department, fire departments, take out restaurants, hotels, etc.*
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Now, use this list as the starting point to look for specific employers in your local area who employ people in these kinds of jobs.

TARGETING AND CONTACTING EMPLOYERS

Knowing your skills and doing some research into the kinds of jobs you might be interested in prepares you to look for specific employers who are hiring. Then you can contact these employers directly. The result of these actions is a job interview. Once you get the interview, you can use your skills analysis to show the employer you can do the job.

The techniques for finding and contacting employers are similar so we'll deal with them at the same time. Since Job Service has materials on these techniques, we'll only cover the basics here. If you'd like more help in job search techniques, contact your local Job Service office.

TO START, MAKE SURE YOU USE THE WHOLE JOB MARKET

Whatever approach you take, make sure you don't limit yourself. Use the employment agencies, the local counseling services, want ads, your friends, relatives, people in business-related agencies such as the Chamber of Commerce, clubs, and people you've met at your previous work place.

All of these people can tell you about jobs they are familiar with as well as how to make direct contact with the people doing the hiring. Many will arrange the contact for you.

If you're hesitant to "use" friends or people you know from your last job, don't be. Think about what you'd be willing to do for a friend, particularly a friend who has thoroughly analyzed job skills and will make a good impression on employers. You'd help, right? So will your friends. After all, using friends in a polite way will make them feel useful.

USE THE WHOLE MARKET (NETWORK)

To use the grapevine market, you have to make a list of people who might know about jobs and then talk to these people. Use STEP 9 to help you. Even if you don't know them, make the move. Take the initiative. Talk.

Start talking by explaining what you're doing. You're getting information on the job market, to find out who's hiring in your area. Tell your contact people what your skills are. Let them know what you're doing.

When you get a lead from someone, make sure you follow up on it. Call the people they suggest. Write a letter, or call to make an appointment for an informational interview. Follow every solid lead you get.

DOING YOUR HOMEWORK

You may want to do some indirect research before you actually go out and talk to people. If so, there are plenty of places to look for information on the local job market. Here are some of the most common sources of information about the employers in your particular area, and who actually does the hiring.

1. **The Public Library Business Section**

   They have lists of employers, industries, products and services in the area. Ask the librarian.

2. **Chamber of Commerce Special Employer Directories**

   These are available to any one; the employers want to find good employees too.

3. **Community Organizations**

   Membership lists often tell who does what for what business.

4. **Trade Associations and Trade Journals**

   These people have directories and job openings lists, but you have to know what kind of job you're looking for.

5. **College Counseling Centers**

   There are whole rooms in these centers devoted to job search information. You can often use it even if you aren't a student.

6. **Unions**

   Talk to the business representatives in the office, not the dispatcher (unless you're a member).

7. **Professional Organizations**

   These people keep lists of job openings, and membership lists which often tell the name of the person you need to contact about a specific job.

8. **The Yellow Pages**

   This is an almost complete listing of the employers in the area, and you can call the customer service number to get the right number to call to make a contact.

9. **Want Ads**

   Read for specific openings and to see who's hiring in any field. A company hiring 300 engineers, for example, also needs support people for the technical experts.

10. **Companies**

    To get information about companies you may be interested in, write their public relations departments and ask for company brochures and reports to stockholders.

    When you contact these people, try to make contact with someone whose job it is to help people. Try receptionists, administrative assistants, or training offices. Let them know you're serious and that you appreciate the help.

Step 9
HOW TO NETWORK

Who do you know who might be able to help you find a job? Make a list here and make sure you get in touch with these people. This small network will help you find a job.

1. Friends.

What they do/where they work

2. Relatives.

What they do/where they work

3. People you did business with in your old job.

What they do/where they work

4. Organizations with business contacts you could use.

Name of organization/how they could help

5. Other

THE INFORMATIONAL INTERVIEW

You can learn a lot by reading, but the best information comes from personal contact.

So how do you talk to people to find out about the job market? The answer is simple: don't ask for a job, ask people about their jobs. The one thing people like to do is talk about their work.

The informational interview takes advantage of this. You contact a person who might know about job openings and talk to this person about what he/she does. Ask people who know the job market where you might look for similar jobs.

Informational interviews work like this:

First, find someone to make contact with. It could be a friend, a counselor or a person working in the field you're interested in.

Second, make a 15 minute appointment to talk to this person about their work or job opportunities in general. The informational interview isn't a job interview. What you want is information.

Third, make a list of questions about the kind of work you're interested in to ask the person. Make them questions you honestly want answers to, not questions you think the person might want to hear.

Fourth, keep your appointment and keep your talk focused on the job. Get the person to tell you as much as possible in the amount of time you have arranged.

Fifth, at the end, ask the person one question: "Who else can I contact to find out more about this kind of work?"

THE RESULTS OF INFORMATIONAL INTERVIEWS

You can learn a lot from these inviews. First, you can learn more about the job--directly from people who know the job. This information will help you decide if you want to do this kind of work as well as help you at a job interview. Second, you meet people and make more contacts. These are people you can get help from later. Third, you can practice interviewing techniques and get used to talking to employers. Fourth, you will begin to find out who in your area is hiring. The people you interview will eventually lead you to someone who has an open job.

TIPS FOR INFORMATIONAL INTERVIEWS

On the next page, you'll find a chart with suggested ideas for informational interviewing--suggestions about what to say at each stage. You can use these ideas to set up your own informational interviews.

Remember, it will take several interviews before you find an open job.

Step 10

TIPS ON INFORMATIONAL INTERVIEWING GROUPINGS

Use this as a guide to each of the interviews you set up.

1. FIND SOMEONE TO START THE INTERVIEW PROCESS WITH. MAKE SURE YOU GET THE PERSON'S NAME. CALL THE PERSON DIRECTLY, BY NAME.

   What is the name of the person you're going to call?_____

2. MAKE A SPECIFIC APPOINTMENT, FOR A SPECIFIC LENGTH OF TIME.

   When is your appointment, where?_____

   _____

3. MAKE A LIST OF SPECIFIC QUESTIONS, THINGS YOU WANT TO KNOW ABOUT THE JOB.

   Your questions for this interview:_____

   _____

   _____

   _____

   _____

   _____

4. EXPLAIN WHY YOU'RE CALLING FOR THE INTERVIEW. SOME EXPLANATIONS:

   a. You want to know more about this kind of work before you decide if you should choose it as a career.

   b. You are getting ready for a job interview and would like some advice from someone in the field before the interview.

   c. You are interested in the field but haven't found much information on it and would appreciate someone telling you in.

   Which explanation will you give when you call?_____

   _____

   _____

   d. (Make up your own if you wish.)

5. TELL THE EMPLOYER THE NAME OF THE PERSON WHO RECOMMENDED THAT YOU CALL. A REFERENCE HELPS.

   Who is your reference for this interview?_____

6. AFTER THE INTERVIEW, SEND A NOTE THANKING THE PERSON FOR THEIR TIME AND HELP.

Case Histories

Knowing how to communicate with an employer can often get you a job. Here are some examples.

1. Janet, a clerical worker for about sixteen years, wanted to move up and out of the clerical "box" she found herself in. She analyzed her skills, did a job search, located several employers with jobs she could do, and arranged interviews. After missing several jobs, she realized that she wasn't getting jobs she knew she was qualified for. She realized that she was not convincing the employer that she could do the work.

   Before she went to another interview, she spent a lot of time informational interviewing to find out the real reason employers wanted someone for this type work and the problems the employers had had with previous employees in those type jobs. She found out that the employers couldn't keep employees in the high-stress jobs at a reasonable salary. The salary was double what she was getting for her equally high-stress clerical job, so she was sure she would be willing to keep this new type job.

   She arranged another interview. At the end of her interview, the employer asked the usual vague question "Is there anything else you'd like to discuss about yourself?" and she gave an unusual reply: "I understand that you need someone in this job who will be willing to stay for several years. I'm quite familiar with the stress the job will cause and used to it. My experience in dealing with the public fits the job and I'm sure I will stay with the company for a long time." She got the job.

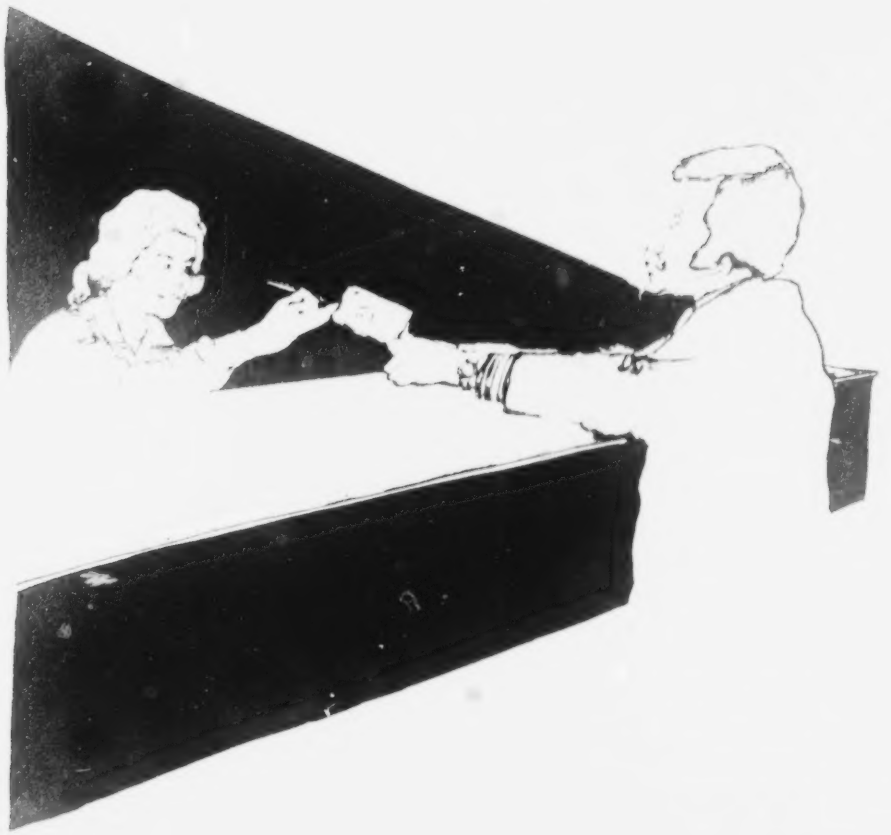
   Moral: Communication involves knowing what the other person is interested in. Skills analysis and informational interviewing get you that information.

2. Elliot had fifteen years of experience as a machinist for a mining firm. He had worked for the same employer for the entire fifteen years. Then the mine closed and he was laid-off. He had no idea of what else he could do. His skills analysis showed him that he had plenty of valuable skills, but he didn't know where to sell them. An almost casual informational interview started him on the way to a new job.

   He began by talking to a friend at a neighborhood picnic. They talked about the supervisor's job which the friend had for a plastics company. Elliot found he had the skills and knowledge to do that job. The friend gave him the names of the company's three manufacturing divisions managers. Elliot called these three people and they gave him more details about what they would look for in a supervisor in their division. One of them also knew of several companies that were looking for people with Elliot's skills. Elliot called each of them, using the name of the division manager.

In conducting informational interviews with these people Elliot learned of an immediate opening for an experienced supervisor. The manager he was interviewing suggested he come in for an interview. Knowing as much as he did about the job--because he had done six or seven informational interviews--he got the job.

Moral: The casual conversation turned into a job in a completely different industry because Elliott was willing to build a network of contacts and go after leads aggressively.



TALKING WITH EMPLOYERS

When you've done your skills analysis and employer targeting well, you're ready to talk effectively. You have what employers are looking for--knowledge of your skills and knowledge of the job you're applying for. In this section, we'll suggest some ways of using that knowledge when you interview.

WHAT IMPRESSES EMPLOYERS

Employers see job applicants every day, and they learn all the standard lines. They are not impressed by the "slick" approach, so don't be slick in your presentation. Be careful not to try to sell yourself as something you aren't. Deal with the employer honestly and be ready to explain what level of skill you have when asked.

Employers are people willing to pay money for someone to do a job. They are impressed by people who know the job, who are interested in the job and who know their own skills. Those are the things you want to communicate in your job interview. Those are the things that the skills analysis and targeting is designed to help you do.

WHAT ABOUT FIRST IMPRESSIONS

Yes, dress properly. Yes, be prepared for personal questions. Yes, make sure you don't fidget with your papers or clothes. There is a list of interviewing suggestions on page 46. Follow them.

Remember, though, that other applicants will be following them too. Your understanding of your skills and how they apply to the job you're interviewing for will often make the difference.

HOW TO TALK TO EMPLOYERS

Be sure to talk about what you know about the job. Ask questions about the job. Get the employer to talk about the job. But keep the conversation as specific as you can. When you are asked about your skills and experience, relate it to the job, to the employer's needs.

While you're focusing on the job, focus on your skills. Be as specific as possible. That's what you've done the skills analysis for - to find a job you'll really like to do and to discuss it with an employer.

Talking about the job and how your skills apply to the job is positive, and sounds impressive. Suppose, for example, you were asked the question:

"Why do you want to work for us?"

This is a common question in interviews. A vague answer sounds something like this:

"Well, I've done a little work in this kind of industry before and I heard that this kind of job is a good place to move up from and the pay seems good. I also liked the way it sounded in the job description."

When you have done skills, analysis and targeting carefully, you can respond more positively.

"When I was talking to Bill Smith in your production division, we talked about your need for someone who likes to work on new projects all the time and who can adjust to changes of schedule and demand quickly. In my job at General Instruments, I was doing this kind of work and helped the assembly-line supervisor develop a flexible scheduling system for small projects. The company changed hands, though, and the division was closed. I think I can work with Mr. Smith in the same way I worked with my last supervisor and we can speed up your production of custom widgets."

You can't talk like this unless you know your own skills and how they apply to the job. When you do talk like this, the employer gets the comfortable feeling that you know what you're doing (you DO, of course) and can feel good about a decision to hire you. You want to give the employer this secure feeling.

COMMUNICATIONS BY LETTER AND PHONE

You should never try to conduct an interview by letter or phone (they can hang up, after all, but you can use this positive, self-directed approach in cover letters with your resume and in phone contacts). The more specific you are about what you can do for the employer, the more likely you are to satisfy the employer's interests.

GETTING READY TO COMMUNICATE

Being able to talk about the job and how your skills apply to the job takes some organizing--before the interview. Using the skills profile you made on page 42 and the information you've collected during informational interviews and other research, prepare a comparison of your skills and the job requirements. It might look like this:

	JOB REQUIREMENT	YOUR SKILLS
1.	Ability to work with public	Worked with public as reception clerk for IRS, as publicity officer for union, as telephone sales rep.
2.	Ability to lift heavy packages	Won Olympic weight lifting middleweight medal in 1976.
3.	Care in handling people's belongings.	Worked as packing clerk in glass factory before becoming telephone sales rep.

This is the kind of analysis you can do, and it gives you ready answers to questions about how you could do the job.

Use the form on page 50 to compare your skills with the job requirements.

Step 11
PLANNING FOR YOUR JOB INTERVIEW: TIPS

Job interviews are subjective. They're not scientific. Impressions count. Answer the questions below, and then look at the advice following them.

1. ARE YOU NERVOUS ABOUT THE INTERVIEW?
   Nearly everyone is. Employers expect it and don't consider it as long as you handle it well. Remember to look at the employer or person asking you the questions. Keep your posture and don't fidget. Take your time and answer thoughtfully.

2. ARE YOU READY TO MAKE A GOOD FIRST IMPRESSION?
   You should know the interviewer's name and remember it. Write it down if you have to. If you shake hands, do it firmly. Don't chew gum or smoke. Be ready to start the interview yourself--in case you're asked an opening question like, "Well, tell me about yourself" or "Tell me what I can do for you?"

3. ARE YOU READY TO ANSWER THE INTERVIEWER'S QUESTIONS?
   You should follow the interviewer's lead, not try to answer nonexistent questions. If you find you're talking too long on one question, give the ball back to the interviewer: "You probably have other questions you want to ask me. . ." Be ready for personal questions; employers are hiring a person, not just a pair of hands.

4. ARE YOU READY TO COVER ALL OF YOUR STRONG POINTS?
   The skills analysis profile you did earlier should have identified these points for you. Be ready to mention them, even if the employer doesn't ask about all of them. Try to work them into the answers you give.

5. ARE YOU READY TO ASK THE EMPLOYER GOOD QUESTIONS?
   You show your interest in the job by the questions you ask about it. You also show you know what the job requires with your questions.

6. DO YOU HAVE A GOOD ANSWER TO LONG-TERM GOALS QUESTIONS?
   Employers are interested in keeping good employees, so they may ask you "What do you plan to be doing in 10 years?" Jot your answer down below.

   _____

   _____

   _____

7. DO YOU HAVE A DEFINITE JOB GOAL IN MIND, A REASON FOR WANTING THIS PARTICULAR JOB?
   Employers aren't impressed by people who just want any job. They are impressed by people who want a particular job for a particular reason. Jot your reason down here.

   _____

   _____

   _____

Step 12

PLANNING YOUR JOB INTERVIEW: COMPARING YOUR SKILLS AND JOB REQUIREMENTS

For each job you apply for, compare your skills to the job requirements. This form may help you. Use the Skills Profile on page 28. You may want to make extra copies of this sheet to use for each job you apply for.

JOB REQUIREMENTS *(THINGS THAT NEED TO BE DONE)*	YOUR SKILLS *(THINGS YOU CAN DO)*
With people	
With information	
With things	
Key working conditions/roles you'll have to play:	Your ability/experience with these:
Key things you need to know:	Your knowledge of these or similar things:

SKILLS ANALYSIS OVER THE LONG RUN

Skills analysis isn't something you do once and forget about as soon as you find a new job. Because the job market is always changing, you need to do it often. Upgrading your skills will help to keep you employed.

IMPROVING YOUR UNDERSTANDING OF YOUR SKILLS AS YOU WORK

As you work, you should keep a skills inventory. Make a list of the skills your job requires, the skills you are best at, and the skills you need to improve. Do this about once every few months. Sit down and make a simple list of the skills your job requires. Then honestly compare your skills with those on the list.

If you find you need new skills just to keep up with your present job, you can do something to get them. Because the job market is always changing, sometimes you're LIKELY to find that you do need more skills.

Your employer may be willing to pay for the training you need to upgrade your job-related skills. Your employer will probably be impressed that you thought about it.

LONG-TERM SKILLS ANALYSIS FOR JOB SECURITY AND MOBILITY

The job market is changing. You have to expect to change with it. So, you should try to plan for the change by planning for new skills.

Planning to increase your skills is easy. Start by deciding what kinds of jobs you'd LIKE in the future. Use the job market information resources listed on page 38 to help you identify where the labor market is going.

Once you have a pretty clear goal, use the labor market resources again to help you understand what skills you'll need to reach your goal. Make a list of these skills in priority order.

Next, make a list of your current skills in these areas. Compare your skills to the ones you need to get where you want to go. Learn your skills needs.

Finally, make a plan to get these skills--either through your employer or on your own.

IDENTIFYING AND USING SKILLS

There are thousands of ways to get skills. There are government programs, schools, trade associations, and employer training.

BEFORE you choose a way to get the training you need, make a list of the resources available. Do some study. Your employer's personnel office may also know about training programs in your field. Most importantly, spend your time and money on training you can use to get where you want to go. Get the skills you know you need.